

**Update and Response to the Recommendations for Action
Anthropology and Behavioral Science Programs
Department of Sociology and Anthropology**

Kimberly Porter Martin, Ph.D. Chair

September, 2010

Recommendations are placed in prioritized order:

Recommendation 1. Provide resources in the form of course release time for recruiting transfer students for the anthropology major from local community colleges and setting up articulation agreements for transfers.

2008 Response: Because we have been denied a new faculty position for the past five years, denied that one of our senior adjunct faculty become a Lecturer, and have one-half of an administrative assistant, we cannot meet this goal. At least half of our full-time faculty are teaching overload classes in order to meet student demand and our department budget is tight, thus course release time is an impossibility. Additionally, the Admissions Office has not wanted faculty to be actively involved in student recruitment. Although we had an articulation agreement with a large community college nearly completed, we were told to cease and desist our efforts at increasing our own student enrollments.

2009 Update: Campus climate and availability of resources remain unchanged.

2010 Update: Campus Climate and availability of resources remain unchanged.

Recommendation 2. Acquire a budget for lab equipment and supplies for a minimum of three labs with room for expansion as the criminology and anthropology lab course offerings expand.

2008 Response: Although our CrimOnline Program has been dismantled, the enrollments in our Forensic Investigations course, which uses the lab, remain strong. Additionally, our Physical Anthropology courses, our Archaeology course with a mandatory lab, as well as our new Museum Curation course all utilize our lab. Thus, we have expanded our course offerings that utilize the lab, but lost a major source of funding by the CrimOnline Program. With the program's earnings, we were able to purchase most of the microscopes and many of the bones and skeletons now housed and used in the lab. While administration indicated that they would fiscally support the lab, no line item in the Sociology and Anthropology budget was created for that purpose. Thus, supplies must be requested from administration. We have not been able to add to our supplies for this academic year and are concerned about microscope and supply replacement when the current equipment becomes dated and our supplies have been used up by the students.

2009 Update: No action taken as the fiscal climate of the university has not

improved.

2010 Update: We have made significant progress this year in acquiring laboratory materials for our Physical Anthropology, Archaeology and Forensics Labs. We received monies from three sources to obtain laboratory materials. The Department was able to free up \$1172 from our annual budget, the Provost's office gave us \$2000, and the Dean gave us a total of \$15,192.25, for a total of \$18,364.25. We are hopeful that the \$2000 we received this year will become a line item in our budget in the future.

These funds allowed us to purchase 11 hominid fossil skull replicas, three fetal skull replicas, four skull replicas that represent different kinds of wounds, five modern human skulls representing global variability, a female pelvis, and two articulated skeletons: a bonobo chimpanzee and an Australopithecus afarensis. We are still in need of a number of articulated skeletons that range in price from \$6000 to \$15,000 each, and additional other skeletal and non-skeletal laboratory materials, some of which are disposables and must be replaced each year.

Recommendation 3. Improve conditions in the Archaeology Lab so that it is an appropriate space for classroom use and collection storage.

2008 Response: We have been somewhat successful in meeting this goal; however, more commitment and economic support by the university is needed to realize our goals entirely. The vermin and vector carcasses and droppings have been cleaned up and the area has been sprayed. Our archaeologist continues to make improvements in the lab insofar as available monies will allow. Courses in Museum Curation provide students with experience on how to create and maintain the space.

2009 Update: University Advancement continued to request proposal descriptions for improving the Archaeology Lab. They had planned on approaching prospective donors for the funds needed. However, the current economic environment has not facilitated donations. We further suspect that personnel in University Advancement are not working to the full capacity and mining the full range of potential donors. The suspicion has been corroborated by our own attempts to educate Advancement personnel on the full scope of needs within the Archaeology Lab. These needs cover not just the archaeology courses, but courses in Physical Anthropology and Forensics.

Our goal is to see the development of a modern Archaeology Lab and curation facility with additional facilities to be used as a museum for the exhibit of all curated collections housed at the university.

One positive development was the donation of a key inland southern California archaeological collection representing the Diamond Bar area. This is housed in our below-standard Lab.

2010 Update: No progress has been made in improving the conditions in the Archaeology Lab. The university Space and Planning Committee is considering the lab in the larger university plan, but no decisions have been made.

Recommendation 4. Update the mission statement to focus more on diversity, cross-cultural and multicultural issues that are so well represented in the Anthropology program.

2008 Response: We have worked successfully on growing our enrollments in our Ethnic Studies course sequence. Our Race and Ethnicity course and our Native American Experience course have especially grown steadily in terms of enrollments. We continue to integrate diversity, cross-cultural and multicultural issues into our existing courses as well.

2009 Update: No new faculty members have been added to the department, which precludes our ability to build on course offerings that include these issues.

2010 Update: Not only have we had no new faculty members added to the department, but in 2009/2010, we had three of our six faculty members on sabbatical and a fourth withdrawn to serve as Interim Associate Dean of the College of Arts and Sciences. We were not given any sabbatical replacements, nor were we given a replacement for the faculty member who currently serves in the Dean's Office. We have not had the manpower to work on this recommendation

Recommendation 5. Remove the dedicated anthropology classroom from the scheduling pool and use it only for anthropology courses.

2008 Response: Although it took multiple semesters to coordinate the scheduling of classes in this room, we have been successful in meeting this goal. While we feel that we must continue to be vigilant to ensure that backsliding does not occur on the part of room schedulers that could once again block our access to this room and its important collections, we have realized this goal.

2009 Update: This recommendation for action has been achieved. No further action needed except to continue our vigilance with the university room schedulers to ensure unhindered access to the room for our anthropology faculty.

2010 Update: We continue to monitor classroom availability for anthropology faculty.

Recommendation 6. Convert the Advising Coordinator position into a permanent staff position in order to improve the quality and accessibility of advising services.

2008 Response: The termination of the CrimOnline Program by administration has resulted in the loss of the Advising Coordinator position.

2009 Update: We still affirm that professional advisors would improve advising for our students. We have completely lost the Advising Coordinator position and have no money or plans to restore it.

2010 Update: Faculty have resumed academic advising duties. Our normal

advising load from ranges between 20 and 25 students per faculty member. This situation was exacerbated by the need to redistribute all of the three sabbatical faculty members' advisees to the remaining active faculty members, raising the advising load to between 30 and 35 students. This is unacceptable advising load. The department will not allow more than one faculty member to be on sabbatical in a single term in future in order to avoid this excessive advising load.

Recommendation 7. Create a tracking system for gathering and organizing data on basic aspects of the program, including characteristics of students, class enrollments, etc.

2008 Response: With only one-half of an administrative assistant and the loss of the Advising Coordinator position, we do not have the resources to accomplish this goal.

2009 Update: No action taken.

2010 Update: With only one-half of an administrative assistant and four faculty members not participating in department activities for one or more semesters, we did not have the resources to address this goal.

Recommendation 8. Consider changing the Senior Thesis requirement of an Honors-only course, for those students planning to attend graduate or professional schools.

2008 Response: We continue to dialogue and share ideas re. this change during department meetings. We currently are considering the creation of a professionalism course in lieu of the Senior Thesis course for most students.

2009 Update: During the Spring 2009 semester, we offered a professionalism course. It was very well received, with student responses indicating the course provided unbelievable insights into all fields covered within the department: Anthropology, Sociology, Criminology, Behavioral Science. The students suggested that the course be made permanent within the department programs, and offered every year. Department faculty continue to cogitate on this recommendation.

Otherwise, department faculty continue to discuss the strengths and weaknesses of an Honors-only senior thesis. The alternate culminating senior experience class could potentially be the professionalism course.

2010 Update: The recognition at the university level of the value of substantive capstone experiences for students and the commitment of the some of the faculty in the department to the senior theses that we currently require have resulted in the continuation of our current senior thesis format.

Recommendation 9. Consider creating a new course on professionalization to help seniors learn how to apply to graduate/professional schools, jobs, etc

2008 Response: One of our senior adjunct professors who teaches senior thesis courses for us and has taught professionalism courses at another university has developed a professionalism course that we are currently reviewing and discussing. We are considering both the content and how it will interface with our current curriculum.

Because of the important role that he plays in our department and the number of courses he teaches each semester, we have repeatedly requested that he be hired as a full-time Lecturer. These requests have been denied by administration.

2009 Update: See response under Nr. 8. Our senior adjunct professor developed a professionalism course, which was offered on a trial basis during Spring 2009 semester.

2010 Update: With four faculty members not participating in department activities for one or more semesters, we were not able to address this issue, which requires the input of all of our faculty members.

Recommendation 10. Provide more advising services to students related to graduate and professional schools (preparation for exams, information on the graduate education process).

2008 Response: Although each faculty member tries to provide guidance in these areas on a one-on-one basis during student appointments, no systematic departmental plan has been implemented due to the lack of faculty and staff resources. Ideally, one of our honor societies or our Sociology/Anthropology/Criminology (SAC) Club, if they were active, could help with this effort. A proposed course in Professionalism, mentioned above, would include some of this material.

2009 Update: No action taken other than the trial course offering on professionalism (see Nrs. 8 and 9).

2010 Update: With four faculty members not participating in department activities for one or more semesters, we were not able to address this issue, which requires the input of all of our faculty members.